
The Education of the Negro Prior to 1861. A History of the Education of the Colored People of the United States from the Beginning of Slavery to the Civil War by C. G. Woodson

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on which the world's business is based, needs, according to Mr. Angell, a somewhat more definite organization which shall permit the use of the most powerful weapon belonging to modern civilization against a recalcitrant state, that of non-intercourse. The first step toward such an organization would be an insistence at the beginning of every struggle that time shall be given to the world to find out the facts and to know at least which party to the quarrel is the aggressor. Or to quote the words which Mr. Angell would attribute to the United States:

We shall throw our weight against any Power that refuses to give civilization an opportunity of at least examining and finding out what the facts of the dispute are. After due examination we may reserve the right to withdraw from any further interferences between such Power and its antagonist. But at least we pledge ourselves to secure that, by throwing the weight of such non-military influence as we may have on the side of the weaker.

In a further discussion of Prussianism, which Mr. Angell finds rampant in all nations, he looks for its destruction not in any "war upon war;" not in the annihilation of Germany, for modern nations cannot be annihilated; but in a "correction of ideas" and in the formation of a world-state, which does not and which cannot rest upon force.

The Education of the Negro Prior to 1861. A History of the Education of the Colored People of the United States from the Beginning of Slavery to the Civil War. By C. G. WOODSON. New York and London: Putnam's. 1915. Pp. v, 454.

The history of Negro education before the Civil War covers a much broader field than might be expected, for, though public opinion varied widely at different periods and in different sections of the country as to the advisability of such education, there was never a time when some opportunities were not open to some Negroes while at times such opportunities were rather widely diffused. Dr. Woodson, in his study, has collected a great deal of very interesting information in regard to the types of instruction offered, the institutions founded, and the Negroes who particularly profited by such instruction. He divides the history of this education into two periods: the first from the "introduction of slavery to the climax of the insurrectionary movement about 1835," when the education of slaves was generally considered expedient; and the second when "the industrial revolution had changed slavery from a patriarchal to an economic institution"

and the many slave insurrections, whose cause is to be found in the teachings of the French Revolution and their practical application by the "black republic" of Haiti, had brought the South to a belief in the danger of Negro education.

During the first period the most influential advocates of education were "masters who desired to increase the economic efficiency of the labor supply," though the church played an important part after it had abrogated the law that "a Christian could not be held as a slave" and especially after 1760 when democratic principles brought education as the right of a Negro into a new angle of vision. In the second period an attempt was made in the South to divorce religious training from education, but opposition to education grew so strong that for a time even religious instruction was denied to Southern Negroes. The reaction was not confined to the South but it never spread so widely in the North and progress was made steadily there until the war. Negro colleges were founded, attempts made at vocational training, and a certain amount of success had been attained in wringing from Northern states the right of education at public expense for Negro as well as white children.

Arabia Infelix or the Turks in Yamen. By G. WYMAN BURY.
London: Macmillan. 1915. Pp. x, 213.

Yamen is in the southwestern corner of Arabia, the land over which the Queen of Sheba once ruled and one quite inhospitable to strangers. It is into this little known section of Arabia that the author's investigations as a naturalist took him and the charm of his description lies partly in the fact that the country has been so little traveled and partly in his own ease of style. Mr. Bury is as keen a student of politics as he is of birds and it is to the political situation of the land under Turkish rule that he devotes the larger part of his book.

Ottoman dominion began to be exercised in Yamen as early as 1538, though it has at no period since been completely established. Today

Turkey may be said to hold the Hodeida-Sanaa road, and a strip of country on either side of it, broad where her posts occur, and narrowing between them to a mere thread of sovereignty, indicated by the field-telegraph that links up Sanaa with Stamboul.

She has been unable to establish herself in Asir to the north, and since her failure to nip the Idrisi movement in 1912, she has